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ABSTRACT

Goshen College (Indiana) provides a fourteen-week term overseas for its sophomores and juniors in Central America, the Caribbean, Eastern Europe, and China. The Study-Service Trimester (SST) fosters the main objective of the college, to prepare persons for lives of service to God and fellowman, at home or abroad. The SST is an ideal setting for multicultural teacher education, since it develops the experiential factor which is a major tenent in multicultural education. The program aims at two important areas that can be applied to teacher education: (1) encouraging a responsive teacher attitude with respect for cultural identity; and (2) developing and applying such teaching skills as linguistic variations, diverse learning styles, values clarification, and conflict resolution. Features of the SST program include: on-campus orientation; living with families in the foreign location; assignments to volunteer fieldwork in schools, hospitals, agriculture, and forestry; and group sessions for feedback. In pursuing a truly bicultural experience, it is important that the students are able to keep their own cultural identity and yet be able to participate fully in the new environment. (FG)

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MULTICULTURAL EDUCATION: A MODEL FOR THE SMALL COLLEGE

Introduction

Goshen College provides a 14-week term overseas for its students known as the Study-Service Trimester. Part of the student's general education, the trimester offers him the opportunity to learn of the values, goals, ideals, and accomplishments of another culture. And it fosters a main objective of the College: to prepare persons for lives of service to God and fellowman, at home or abroad.

The trimester has two parts. The first half is a study of the country. The emphasis is to help students understand the culture in its own terms. There is an intensive study of the language of the country to give the student at least a minimum reading and speaking proficiency. Nationals lecture in English or with translation on a wide range of topics--history, geography, government and industrial development, educational system, relations to the United States, and wild plant and animal life. The students travel to points of interest related to the lectures.

During the second part of the trimester, the students are assigned to field locations for work or service without salary. Whenever possible the field work is at an institution or agency operated by nationals. In most cases students are helpers to long-term workers. Jobs may involve manual labor, teaching of English, apprentice-type work with government agencies, assisting mission programs, nurse aid type work in modern hospitals, help at remote rural clinics.

As an essential part of the program, each student lives in a national home and takes at least two meals a day with his "family". During the study portion he stays in or near a large city, usually the capital, where the Goshen College faculty couple in charge of the students maintains headquarters. While in field work, the student often lives with a second family, frequently many hours from the capital.

A regular faculty member of the college, is on location, normally for at least a year, to administer the program. He gives guidance to the students, arranges for the lecturers and language teachers, maintains an adequate library, gives reading assignments and tests. The structuring of the language program and the evaluation of the student's performance is administered by the language department on campus. A citizen of the country usually serves as an aid to arrange housing for the students and assist the faculty leader as needed.

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Normally, any given location accommodates three groups of 15 to 25 students each year. The terms are from mid-September to mid-December, from early January to mid-April, and from early May to mid-July. Since its inception, the countries of Costa Rica, Nicaragua, Honduras, El Salvador, Haiti, Jamaica, Guadeloupe, Belize (British Honduras), Germany, Korea, Poland, and China have served as hosts.

For those locations within the Central America-Caribbean region, the college arranges for the trimester abroad to cost the student the same as a fall or winter trimester in residence in campus. Students choosing countries other than those located in Central America or the Carribbean, pay extra because of greater travel costs. The college remunerates persons assisting in the program and the hosts in whose homes the students stay.

Goshen College has experimented with other colleges and service organizations in study and service arrangements since 1963, and feels that its current Study-Service Trimester meets its educational objectives well.

Multicultural Education

While the SST program is an integral part of the general education component for all students, the Department of Education found this to be an ideal setting for multicultural teacher education. Students in teacher education participate in programs, on location, primarily in third world countries, and develop the experiential factor which becomes a major tenent in multicultural education.

Multicultural education at Goshen is global in nature and scope with units in China, Central America and Eastern Europe. To achieve its specific goals, the institution invests heavily in international education and sees this dimension as a broader model for living and teaching in a world of cultural diversities. Multicultural education is what the name implies: understanding, accepting, and participating in other cultures. Goshen accepts the values of cultural pluralism and affirms the enrichment in the human experience. Teacher education is committed to the development of attitudes, skills, and competencies in perceiving, believing, evaluating, and behaving in a variety of cultural settings as stressed in the Standards of the National Council for Accreditation of Teacher Education. This implies preparation for the social, political and economic realities that teachers experience in culturally diverse and complex human encounters.

Multicultural education at Goshen College identifies two main goals which become paramount for the classroom teacher:

a. Teacher attitude

- response to the human condition and accepting the worth of the individual

- respect for cultural integrity

b. Teaching skills

- adaptation to diverse learning styles

- application of linguistic variations

- implication of values clarification

- application of conflict resolution

Features of the Study Service Program

a. On-campus orientation and pre-SST courses

- Communications Across Cultures

- Cultural Anthropology

- Language Study

b. Live with families in guest countries

- Faculty on location

c. Study culture: history, economics, the arts, language, health, and education

d. Assigned to field work in schools, hospitals, agriculture, forestry, archaeology

e. Experiential learning - journal writing

f. Group sessions for information processing

g. Return to campus - re-entry to home culture

h. Integrate with education - student teaching - senior seminars

Study-Service Trimester overview

Goshen College operates on a trimester schedule for all students. This allows for the 14-week overseas assignment and provides for three groups of students at a particular location in one calendar year. The Study-Service term usually comes in the student's sophomore or junior year as indicated below:

Fall	Winter	Spring
Courses on	Campus -	Orientation

Freshman Year

SST options	in any of	these terms

Sophomore Year

SST options	in any of	these terms

Junior Year

Student Teaching	Senior Courses	To complete Graduation Requirements

Senior Year

The 14-week term yields 12 credit hours in the student's college program. Distribution of credits allow some flexibility but the general pattern is:

- Humanities 3 credits
- Social Science 3 credits
- Physical Science 1 credit
- Cultural Studies 2-3 credits
- Language 3-4 credits

Students testing high in advanced language studies may receive additional credit. Students in English locations receive more credit in Cultural Studies. Languages used are: Spanish, French, German, and Chinese.

Bicultural Processes

Students on SST are guided in establishing a bicultural bridge. That is, bridge culture "A" and culture "B", not leaving their own culture and moving fully into a new culture entirely. Students keep their own cultural identity, yet move to some participation in the new environment. Students accept the fact that other cultures need not "come over" or join our culture, nor is there a direct goal to change the new culture or even "correct" what seems as injustices such as sexism or inequity of power or influence. Culture is studied on its own terms and students accept the fact that other cultures are as intelligent in their social-cultural milieus as they (the students) are in theirs. Specific cross-cultural identification is made in most or all of these specific areas:

- Food, preparation and eating habits
- Language, patterns of speech, linguistic variations
- Housing and family patterns of living
- Clothing, modes of dress, modesty
- Transportation, modes of travel
- Health-sanitation, folk remedies, burial rites
- Religion, worship, superstitions
- Etiquette, social behavior

Culture Shock

The question of culture shock comes up frequently in multi-cultural education. Is it necessary? Is it desirable? Goshen's program assumes culture shock is indeed an important aspect of multicultural education. To be on-location, deeply involved in another culture and make the bicultural bridge is the key to the future teacher's effectiveness in a pluralistic society. Goshen also assumes the high transferability of attitudes and skills developed in its multicultural education program.

Culture shock might be considered a behavioral disease of people who have been transplanted abroad. It is precipitated by the anxiety that results from loss of familiar signs and symbols of social intercourse. Students entering a strange culture have all or most of these familiar cues removed. Unlike the Cook's

tour type of mentality with a two or three week venture into a strange culture with nightly retreats to the Hilton Inn, SST students move in with native families and become immediate participants. This naturally induces culture shock almost from the first day. Students generally experience frustration and anxiety and tend to reject the environment which causes the discomfort. This is often followed by regression where the home culture suddenly assumes tremendous importance. While the satisfaction level of this new venture is high during the travel days and perhaps the first few days on location, by the end of the first week most students are in the "going home" stage. That is, if they had their passports and flight tickets, they would board the first plane out. Students often become negative, complain easily, and exhibit fears and insecurity. The faculty leader becomes a key person to work through these stages of culture shock in class sessions arranged specifically for this purpose.

Ideally, students make proper adjustments and do begin to bridge the bicultural gap. This manifests itself in the acceptance of the customs of the country, in acceptance of alternative ways, albeit less efficient many times than the student's own culture.

The culture of many people is the product of history and is built up over time mainly through processes which are beyond the individual's awareness. A child is born not with culture but only with the capacity to become an active part in it. People have a way of accepting their culture as both the best and the only good way of doing things. Thus, ethnocentrism, a belief that not only the culture but the race and the nation form the center of the world and any critical comment is taken as an affront to the individual as well as the nation or culture as a whole. This is the cutting edge of multicultural education. This is where attitudes are formed and changed, where teaching skills are developed and where cultural differences are assimilated as part of the natural phenomenon in a world of people.

Evaluation

An analysis of the Goshen College Values Inventory administered during the first week of SST and again upon the group's return to the states indicates students feel greater worth as an individual. They hold to certain values more, they are more creative, more other-centered, better students, better stewards of their time, and less prejudiced. They report more tolerance toward ethnic and religious groups and greater understanding of cultural bias. They experience new human relationships with faculty leaders and fellow students and report that this resulted in personal growth and greater self-confidence. They

report greater appreciation for the United States and its pluralistic social structure but also became more critical of some aspects of U.S. foreign policy. Students felt they could more adequately handle leadership responsibility because of the demands placed on them during the field experience and the atmosphere of greater independence in which they lived and worked during SST.

There is a uniqueness about Goshen College's program. It is the only college to send virtually all its students abroad--not to another college or university--but to a nation with a significantly different culture to spend a normal term of education in a program that includes both study and field work. The study-service term is evaluated on a continuing basis by college administrators. In general, students have accepted SST enthusiastically and have taken it in stride in their college programs. Goshen College considers SST the most successful innovation in recent years.

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